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ABSTRACT

A study was conducted to determine whether using the schema method for vocabulary instruction would be significantly greater than using the dictionary method for vocabulary instruction. Subjects were 12 sixth grade students who were divided into two sample groups and received different forms of vocabulary instruction for 10 weeks. Each sample was taught 20 words per week. Two vocabulary tests were given during the 10-week period. Although the schema sample achieved a higher mean score than the dictionary sample, results indicated that there was no significant difference between the two sample groups. (One table of data is included and 22 references are attached. Appendixes include 10 word lists and 2 vocabulary tests.) (MG)

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VOCABULARY DEVELOPMENT

By

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of the Requirements for the Masters of Arts Degree
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ABSTRACT

The purpose of this study was to determine whether using the schema method for vocabulary instruction would be significantly greater than using the dictionary method for vocabulary instruction. The participants of this study were 12 sixth grade students. The students were divided into two sample groups and received different forms of vocabulary instruction for ten weeks.

Although the schema sample achieved a higher mean score than the dictionary sample, results indicated that there was no significant difference between the two sample groups.

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In the past, vocabulary development has been taught by looking up word meanings in the dictionary. This process is still used by some teachers today. At times students may encounter difficulty conceptualizing these newly acquired terms and may not be able to use them effectively.

MaryAnne Hall (1981), believes that to receive thoughts, feelings, and emotions, it is necessary to have a good command of vocabulary. Acquiring vocabulary will allow the student to progress forward in the learning process, thus enabling the learner to gain unlimited amounts of knowledge.

According to Emerald V. Dechant (1982), the knowledge of words is the single most important factor in gaining meaning from the text. There is a high correlation between vocabulary knowledge and comprehension, therefore making vocabulary development a key to reading success.

An alternative to the dictionary method of vocabulary development is a method in which the teacher will use the background knowledge or prior knowledge of the student. This concept is known to researchers as schema. (Cunningham, et. al, 1983).

Balajthy (1988) defines Schema Theory, as referred to in reading education, with three basic principles. These principles are:

1. Knowledge is connected in the learner's mind.

2. In order to learn, old knowledge must be connected to new knowledge.
3. If the learner becomes actively involved in this process, these connections will hold firmly.

Using the students' schema for vocabulary development may form an association between the new term and the students' prior experiences. These newly formed associations are imbedded in the learners' mind. These newly formed associations last. (Walters, 1990).

Semantic maps have strong connections with schema theory. (Pearson and Johnson, 1978). These maps visually connect the learners' ideas with the related concepts. Semantic maps became a widely used device in teaching vocabulary development when teachers recognized the value that these organizers had a strong connection with schema theory.

Stahl and Vancil (1986) contend that with the use of semantic maps, relationships among concepts are made more concrete and accessible to children. They also believe that semantic maps serve as a activator for group discussions; provoking the learners into an active discussion about the new vocabulary term.

Researchers Pittleman and Johnson (1985) investigated methods to develop vocabulary. It was found that semantic mapping triggered the learners' schema so that the students were prepared to understand, assimilate, and evaluate the reading materials.

Therefore, it would be beneficial for teachers to know

if linking prior knowledge with new knowledge does enhance the learners' ability to make lasting associations.

HYPOTHESIS

To investigate one aspect of this topic and provide additional evidence, the following study was undertaken to teach vocabulary terms to sixth grade students through the schema approach as defined by Balajthy, rather than the dictionary approach, would not have a significantly greater effect on vocabulary retention.

DEFINITIONS OF TERMS

SEMANTIC MAPPING: A visual presentation connecting ideas and thoughts pertaining to one subject. Usually, when a subject is introduced, the learner contributes ideas that relate to the subject. This aids the learner into classifying different aspects of the subject.

ASSUMPTIONS, LIMITATIONS AND DELIMITATIONS

The two groups chosen for this study are heterogeneously grouped. Both groups represent a range of academic ability. This group, consisting of both boys and girls, are sixth grade students at Harding School, Kenilworth, New Jersey.

METHODS AND PROCEDURE

The students were randomly selected and assigned to two

treatment samples. The control sample contained students who were instructed through the dictionary method while the experimental sample was instructed using the schema theory method. All of the vocabulary words used in this study were taken randomly from the sixth grade level of the Harris-Jacobson core list.

Students were then instructed separately one time per week for ten weeks using the method assigned to each sample. Each sample was taught twenty words per week. The words learned the previous week were reviewed briefly at the beginning of each lesson.

After five weeks, an instructor-made test was given to determine vocabulary retention. This test was given on one hundred words selected at random. After the remaining one hundred words were studied, another instructor-made test was given on the final one hundred words selected at random.

The vocabulary learned from both instructional processes was totaled together for each student and a t-test was used to determine the significance of a mean difference between the methods.

RESULTS

To analyze the results, mean scores of the two samples were compiled, and compared utilizing students' t tests. The purpose was to determine if there was any significant difference among the two groups as a result of the treatment.

Table I illustrates the findings in respect to the experimental sample group, which received vocabulary instruction using only the schema method, and the control sample, which received vocabulary instruction using only the dictionary. Both groups were tested with the same vocabulary tests at the end of instruction.

Table I

Experimental Sample vs. Control Group

Sample Group	Mean	SD	t
Schema	68.58	9.96	0.75
Dictionary	62.17	18.47	
NS			

As indicated by the table, a t of 0.75 was computed denoting that there was no statistically significant effect as a result of the schema method in vocabulary instruction when compared to the traditional dictionary method.

In examining the means in Table I, a disparity of 6.41 points exists between the mean of the experimental and the control samples. Those students who received instruction through the schema method scored higher than those students who received instruction through the dictionary method. However, this difference, as noted, was not statistically significant.

CONCLUSIONS AND IMPLICATIONS

In the analysis of the Students' t test, the findings indicated that there is no significant difference as a result of the schema method on vocabulary development. Even though the mean score for the schema sample was higher than the dictionary sample, this difference did not prove to be educationally significant.

In a discussion with the participants, aspects of each method were critiqued. Students who developed their vocabulary through the schema method found that learning new meanings for words can be enjoyable and interesting. Participants in this group unanimously concluded that once a meaning for a new word had been discovered, the meaning was implanted in long term memory and was available for immediate retrieval. Students agreed that given the freedom to write the meaning in their own words enhanced their ability to recall meanings.

Students who participated in the dictionary sample unanimously agreed that obtaining meanings for new words solely from the dictionary was a boring task. This process often became monotonous and mundane. Completely on their own, some students did connect meanings to their prior knowledge, but these connections were not elaborated on during the instruction. The recall of word meanings was strictly verbatim from the dictionary. No meanings or

concepts were applied to the definitions.

One student, with limited English skills, was included in the sample that received instruction through the schema method. During instruction this student often became bewildered. Because of the inability to receive and express information in English, this student was not able to grasp concepts with full understanding. Therefore, this student was not able to utilize the information given to the fullest extent. In a situation where students have limited English skills, the use of a dictionary may assist them with broadening their vocabulary.

The null hypothesis stating that no significant difference in vocabulary would occur between the sample groups was accepted since there was no statistically significant difference between the sample groups.

In conclusion, students were able to learn and retain vocabulary in both sample groups. Although no one group did superior work to the other, aspects of each method were presented and discussed in regards to retaining vocabulary. Each method has features that can be utilized in teaching vocabulary. The students' strengths and weaknesses should be used to determine what method or methods the teacher will incorporate. To achieve understanding of new word meanings, it appears that a combination of various instructional techniques will enhance word retention.

VOCABULARY DEVELOPMENT:

RELATED RESEARCH

According to Jones (1982) developing a learner's vocabulary is actually assigning labels for the learner's schemata. Since learners are constantly applying their schemata towards new materials when they comprehend, the development of vocabulary is an essential aspect needed in order to comprehend.

During the elementary school years, children are increasing their vocabulary at a fast pace. It is said that the average elementary school child increases his or her vocabulary at about 1,000 words per school year. During the intermediate levels, it is estimated that a 2,000 a year increase in vocabulary will occur. (Burns, Roe, Ross, 1984)

Researchers McGivern and Levin (1982) conducted a study that explored a potential aptitude-by-treatment interaction associated with the keyword method of vocabulary acquisition. This method uses mnemonic devices whereby an unfamiliar term is transformed into a concrete idea and then a relationship between this concrete idea and the true definition are made.

The subjects consisted of 144 fifth grade students with both high and low vocabulary levels. These students were randomly divided into four groups. Three of the groups varied in intensity level of instruction based on the keyword method. Another group consisted of a no-strategy control group. Students were asked to learn 16 new words.

Each group received various methods of intense instruction, except for the no-strategy group. These students were asked to try and memorize the definitions using any strategies or special methods known to them.

Results of this study showed that implementing the use of the keyword method, students were able to increase their vocabulary extensively. Students considered to be better comprehenders had the most success in the least structured setting. These students were given the least amount of aid from the instructor and had to execute the dual component of the keyword method by themselves. One of the components involved using their prior knowledge or schema to generate relational images and keywords for all terms. It was also determined that poor comprehenders improved their vocabulary when using the keyword method in the most structured setting. These students were provided with keywords, shown a relational picture to the keywords and given a definition.

In a study conducted by Casale and Manzo (1982), three instructional approaches were investigated to determine how vocabulary is best acquired. These three approaches were (1) the cognitive approach, which was based on the traditional dictionary approach; (2) the affective approach, where students were asked to use their schema to associate meanings to new words; (3) the proprioceptive approach, which incorporated tactile and kinesthetic activities to internalize associations of words.

The subjects for this study were 27 fifth and sixth grade students. The fifth grade students were assigned to 3 groups, as were the sixth grade students. Students were rotated by method, teacher, lesson time and lesson content.

Vocabulary words used for instruction were taken from the Teacher's Word Book of 30,000 Words. Twenty-four words equivalent to the fifth and sixth grade levels were identified and used for instruction. These words were randomly assigned to 3 groups of 8 words.

Results indicated that vocabulary instruction given via the proprioception (tactile/kinesthetic) and affective (schema) methods enhanced vocabulary acquisition more than the cognitive (dictionary) approach.

Researcher Joan P. Gipe (1980) found that the development of vocabulary through context was the most effective method of introducing new vocabulary. Other methods that were studied were the category method, the association method, and the dictionary method.

Gipe also noted that an important aspect of the context method was that the students were required to apply the new words in a written response by using their personal experiences or background. This aspect of the method may enhance vocabulary acquisition by connecting the new knowledge to the old knowledge for better understanding.

In 1981 researchers Bensoussan, Sim, and Weiss

investigated the effect of dictionary use in examinations on students' test performance. Haifa University and Ben Gurion University students participated in this experiment. The findings in these studies were similar, even though the studies were conducted independently. Results indicated that there was no significant difference between students who employed the use of dictionaries during a test and those students who chose not to make use of the dictionary.

In an attempt to fully understand the attitudes towards the use of dictionaries, a survey was conducted at Haifa University. These results indicated that first-year students are under the premise that to gain adequate meaning from the text, one must define every unknown term. Third-year students appeared to have recognized this problem and therefore do not feel it necessary to define each unknown term, but rather concentrate on gathering meaning from reading the entire text and focus on the important words.

In order to test the hypothesis that teaching target words through the use of the Teacher Interaction Method, Eeds and Cockrum (1985), conducted an experiment using three different means of vocabulary instruction. The experiment was carried out with the use of three fifth grade classrooms. The students were randomly assigned to one treatment group after taking a pretest which categorized them into two groups; high and low achievers in word meaning. Instruction

was conducted for 2 weeks on 85 target words from a novel entitled The Eighteenth Emergency by Betsy Byars. The three treatment groups were: a Teacher Interaction Group, which focused deriving word meaning from the use of the students' prior experiences or schemata; a Dictionary Group, which focus was defining words by looking up words meanings and writing their definitions; and a Control Group which gathered meaning through the context of the text.

Results from a posttest indicated that instruction that primarily focuses on using the already existing conceptual network developed by the student is more effective than the traditional approach of having the student look word meanings up in the dictionary. This procedure even had a significant effect on the students that were considered to be less capable of developing word meanings. These students did better than, or equally as well as students in the other two groups who were considered to be higher achievers. The same posttest was given three weeks later. Results of this test indicated that the students who were instructed through the Interaction Method had the maximum gains in vocabulary retention.

According to Lloyd and Contreras (1987) in "Science Inside-Out", teaching scientific vocabulary terms by having the children become participants in the instructional lesson and using their prior experiences to in still meaning, is

more effective than using the traditional approach of looking up unfamiliar vocabulary terms in the dictionary.

Lloyd and Coontreras (1985) conducted a study among fourth grade science students. These students were divided into three groups. The traditional group defined scientific terms by looking them up in the dictionary and using these terms in a sentence. The experimental group received instruction through hands-on activities in which the teacher asked thought provoking questions and used the childrens' prior experiences to illustrate difficult concepts such as condensation. The control group discussed unrelated science topic during the instructional time of the other students. After all instruction was completed, all students read a passage from their fourth-grade science textbook. A 20 question multiple-choice test on the concepts and meanings of the words was given. Results indicated that the dictionary and control group scored approximately the same with an average score of 9 correct answers. The hands-on group did significantly better with an average score of 11 correct.

Lloyd and Contreras conclude that in order for vocabulary, especially in the scientific field, to have any meaning to the learner, a hands-on approach is a valuable technique. Use of the dictionary will enhance the learners' knowledge of the words, but should not be the initial

teaching approach. Without manipulation, newly learned vocabulary may not be mastered or, may even be useless.

One approach in vocabulary acquisition is through the use of semantic maps. This process focuses on relating knowledge to new terms. Karbon (1982), decided to research how students from different cultural backgrounds and prior knowledge acquire vocabulary. The semantic mapping technique was instituted with three groups of sixth grade students. One group contained students with the Native American (especially Menominee) background, another contained inner-city Black students, and the last contained middle-class Caucasian students. Words for the study were chosen from four categories: animals, recreation, health care, and environment. One 30-minute lesson, using semantic mapping, was taught each day for four days. Interviews with randomly chosen students from each background were conducted to examine any linkage between cultural background and vocabulary acquisition.

Results indicated that Caucasian students were able to generate the most categories on all subjects. These students were also able to derive the most words per category except for the area of health care. Black students generated the least amount of categories in all subjects and the least amount of words in all of the categories except for the environment. Native American

students were able to produce the highest amount of words in the category of health care, and least amount of words in the environmental category. These findings may exist because of the students' diverse backgrounds. For example, Black students were able to create more words for the jungle/zoo category than the Native American students. This may indicate that the Native American students may only have vicarious knowledge of jungle/zoo animals, while Black and Caucasian students have vicarious and experience with this particular category.

Along with these findings, Karbon also noted that target word association was found to be higher in the Caucasian population. This suggests that these students will probably achieve higher scores on vocabulary retention tests. Results also discovered that Caucasian and Black students are more likely to remember unknown terms if words that are linked to these unknown terms are created by them. Overall, all three populations benefited from associating words that were familiar to them to the unknown terms.

According to Wood et al. (1987) in "Enriching Children's Recall of Picture-Dictionary Definitions With Interrogation and Elaborated Pictures" experiments with the recall of definitions through the use of elaborated pictures and definitions through statements or through questioning techniques in pre-school children were explored. Wood et al. worked with 80 pre-school aged children in a metro-

politan area of a Canadian city. Children were randomly assigned to each treatment. Definitions, similar to the definitions found in a children's dictionary, were presented to the children. A second presentation of the terms was also given. One group was presented with the definitions in a statement form and the other group was presented the definitions with a "why?" question. Along with each definition, pictures were presented. Half of the group was shown elaborated drawings of the object and the other half was shown nonelaborated drawings.

Findings indicated that recall of the definitions was difficult for the participants. This was indicated by the low mean percentage. Other findings were that the questioning technique did not have a significant difference on the recall of terms from the nonquestioned technique. However, questioning did effect the type of answers given. Children in these groups did not repeat verbatim the definitions presented to them. Results also suggested that the elaborated pictures produced a deeper processing than those with nonelaborated pictures. Overall, when all of the factors were considered, it was the questioning technique along with the elaborated pictures that produced answers that were not rote. Answers from the children in these groups were rephrased and included inferences about the concept.

Researchers Johnson et al. (1982) examined the roles of prior knowledge , reading ability, and vocabulary knowledge in relationship to passage comprehension. Additionally, they examined the different effects of the pre-reading methods on vocabulary acquisition and passage comprehension.

Subjects were 13 fourth grade classes in different mid-western school districts. Six of the classes received full conditions; they were instructed with pre-reading vocabulary strategies. The vocabulary strategies were: semantic mapping, semantic feature analysis, and the basal approach. One purpose of these strategies was to link prior knowledge to the new terms. Three of the classes received partial instruction; they received their vocabulary instruction or read a basal passage with the new terms included. The control group, which was made up of 4 fourth grade classes, received no treatment. All groups participated in a final assessment measure concluding instruction.

Results indicated that full and partial groups receiving pre-reading strategies for unknown vocabulary terms, exceeded the control groups on pre- and posttests. In addition, a production vocabulary test was given to the full and partial treatment groups. This test required the students to write a sentence to define vocabulary words. Students scored higher on the production tests than on the pretests. Prior knowledge was also investigated and was proven to have a significant effect on passage comprehension.

In sum, it appears that students' acquisition of vocabulary is enhanced when prior knowledge or schema is exercised in the teachings of new words. The connection of old knowledge to new knowledge seems to strengthen the students' ability to recall and utilize the new terms.

Using students' knowledge in addition to using semantic maps may also be an asset to developing vocabulary through this method. Students will be able to visually connect their knowledge, along with the thoughts of other students, to the new vocabulary terms.

Schema is necessary for comprehending information, for storing information, and for retrieving information. When a reader reads, he/she uses this schemata to interpret the printed material on the page. (Zintz and Maggart, 1989). Using what the student knows may be the link in developing his/her vocabulary.

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EXHIBITS

Word List 1

1. abbot
2. blush
3. cobblestone
4. cower
5. descriptive
6. empire
7. fleck
8. gorgeous
9. hurl
10. judgement
11. microphone
12. observation
13. phrase
14. procession
15. resemblance
16. shabby
17. spade
18. sympathize
19. trench
20. zip

Word List 2

1. abundant
2. brighten
3. comment
4. crib
5. device
6. encounter
7. flurry
8. graduation
9. ignorant
10. kink
11. mingle
12. offense
13. pillar
14. prominent
15. restore
16. shipwreck
17. spectator
18. taro
19. trophy
20. yearn

Word List 3

1. acknowledge
2. bull
3. comparison
4. crisis
5. diesel
6. environment
7. forgive
8. grieve
9. impact
10. landlord
11. miserably
12. orbital
13. pivot
14. protective
15. revolve
16. shrub
17. sponsor
18. technician
19. tyrant
20. woolen

Word List 4

1. actress
2. calculate
3. compute
4. cruelty
5. disbelief
6. estimate
7. fragile
8. gully
9. incredulous
10. layer
11. moisture
12. ounce
13. plop
14. python
15. rivet
16. skillful
17. squid
18. tether
19. unfortunate
20. wilt

Word List 5

1. ally
2. capacity
3. conference
4. cue
5. dismal
6. examination
7. fro
8. halter
9. infection
10. lieutenant
11. monstrous
12. overnight
13. polio
14. quotation
15. ruby
16. slimy
17. starch
18. thorough
19. vagabond
20. weasel

Word List 6

1. amateur
2. catfish
3. congress
4. curtsy
5. disturbance
6. expand
7. fury
8. hesitation
9. inquire
10. luxury
11. muddy
12. paradise
13. population
14. ravine
15. runt
16. slump
17. stout
18. toil
19. variation
20. warden

Word List 7

1. angle
2. central
3. console
4. daintily
5. dose
6. extraordinary
7. gamble
8. helm
9. instinct
10. mammoth
11. mutton
12. prow
13. portray
14. reduce
15. scoff
16. sneer
17. studio
18. tuft
19. vertical
20. vital

Word List 8

1. applaud
2. archaeologist
3. bade
4. charity
5. continual
6. debt
7. dwindle
8. falter
9. goad
10. herring
11. indigo
12. meddle
13. nay
14. peal
15. precipice
16. relent
17. relationship
18. sculptor
19. sufficient
20. torrent

Word List 9

1. assemble
2. billion
3. adapt
4. choppy
5. convenience
6. doe
7. ebb
8. feat
9. giddy
10. holler
11. isle
12. measles
13. nestle
14. perilous
15. precise
16. remedy
17. senator
18. sonnet
19. superior
20. tragic

Word List 10

1. avalanche
2. awake
3. balsam
4. bass
5. beech
6. civilization
7. councilor
8. denounce
9. embarkment
10. fiery
11. gloat
12. host
13. jeer
14. memorial
15. novice
16. pest
17. probe
18. survey
19. transparent
20. vigorous

Vocabulary Test 1

Name _____

Date _____

Directions: Read the word and choose the best definition.
Circle your answer. Good Luck!!!

Example:

collie

- a. a cat
- b. a dog
- c. a bird
- d. a fish

1. abbot
 - a. The leader of a neutral country.
 - b. The leader of a community of monks.
 - c. The leader of a particular group of soldiers.
 - d. The leader of a womens' church organization.
2. blush
 - a. To make silly loud noises.
 - b. To sit quietly as in a church.
 - c. To become red in the face.
 - d. To become ill from uncooked food.
3. cower
 - a. A tall building used for watching enemies.
 - b. To be afraid or scared of something.
 - c. To crouch with fear.
 - d. To have a negative reaction.
4. empire
 - a. A state governed by an emperor.
 - b. A state of being powerless.
 - c. A situation in which one is in control.
 - d. A person who judges a sporting event.
5. fleck
 - a. To spot an object as in a bird.
 - b. To throw with heavy force.
 - c. To show off one's muscles.
 - d. A tiny streak or spot.

6. hurl
 - a. Someone who announces the time.
 - b. To throw or fling.
 - c. To bounce.
 - d. To push or shove.
7. observation
 - a. A procedure that involves skillful surgeons.
 - b. An act of looking.
 - c. A tower to watch for enemies.
 - d. A land feature.
8. procession
 - a. A quiet place for relaxing.
 - b. A set of rules.
 - c. To move forward in an orderly fashion.
 - d. To move back in order to look at something again.
9. resemblance
 - a. An object that serves as a symbol.
 - b. The act of being similar.
 - c. To put parts or pieces together.
 - d. The act of being different in many ways.
10. shabby
 - a. Sensible.
 - b. Greedy.
 - c. Ugly.
 - d. Ragged.
11. trench
 - a. A tool used for turning screws.
 - b. A warm coat usually made of wool.
 - c. A ditch dug in order to save water.
 - d. An type of suitcase used for carrying suits.
12. abundant
 - a. Not having enough supplies.
 - b. Used for burning wood.
 - c. A plentiful supply.
 - d. A way of acting when scared.

13. device
- a. Something used to clamp objects together.
 - b. Something designed for a purpose.
 - c. Something used in a courtroom.
 - d. A letter read at a funeral.
14. flurry
- a. A type of traditional dancing.
 - b. To become angry or cross.
 - c. To make clear of understandable.
 - d. To bewilder or confuse.
15. ignorant
- a. Uninformed.
 - b. Frightened.
 - c. Nervous.
 - d. Knowledgeable.
16. kink
- a. To move in a sweeping motion.
 - b. An exercise that involves bending.
 - c. A rope wound in a circle.
 - d. A bend in a piece of wire.
17. mingle
- a. A person who is not married.
 - b. To make noise with bells.
 - c. To mix together.
 - d. To wind like a wristwatch.
18. offense
- a. A way of life.
 - b. The act of removing something that is not wanted.
 - c. The act of attacking.
 - d. The act of protecting.
19. prominent
- a. Well known.
 - b. Well liked.
 - c. Disliked.
 - d. Unfamiliar.

20. taro
- a. A cape worn by a bullfighter.
 - b. A tropical plant.
 - c. A rare type of jungle animal.
 - d. A drainpipe attached to a house.
21. yearn
- a. To throw away.
 - b. To desire or want.
 - c. To feel sad for others.
 - d. To become angry.
22. acknowledge
- a. To receive as a gift.
 - b. To express thanks.
 - c. To gain knowledge.
 - d. To become silly.
23. comparison
- a. Similarity in objects.
 - b. Dissimilarity in objects.
 - c. Objects that have the same meanings.
 - d. To look at objects.
24. crisis
- a. Perfumed soap.
 - b. A time enjoyed with friends.
 - c. A special time.
 - d. A critical moment.
25. grieve
- a. A stingy person.
 - b. To cause or feel sorrow.
 - c. To make calm.
 - d. To cause to feel happy.
26. impact
- a. Separation.
 - b. To go away.
 - c. A secret between friends.
 - d. A collision.

27. miserably
- a. Causing extreme discomfort.
 - b. Feeling contented.
 - c. Being wealthy.
 - d. Making one feel nervous.
28. orbital
- a. A type of instrument used to clean teeth.
 - b. Relating to the path which a planet travels.
 - c. A space shuttle used to photograph the sun.
 - d. Relating to the solar system.
29. revolve
- a. To hide in a secret place.
 - b. To walk in front of an object.
 - c. To spin around.
 - d. To think rapidly.
30. Sponsor
- a. A person who takes responsibility for another.
 - b. A person who controls another person's behavior.
 - c. One who collects interest on money in the bank.
 - d. One who distributes official documents.
31. tyrant
- a. A kind family member.
 - b. A mean prisoner.
 - c. An ugly monster.
 - d. A cruel ruler.
32. calculate
- a. To examine.
 - b. To compute.
 - c. To crush.
 - d. An instrument used to add/subtract etc... numbers.
33. estimate
- a. To add a large sums of numbers.
 - b. To make an incorrect guess.
 - c. To make a good guess.
 - d. To find an exact answer.

34. fragile
- a. Able to fix.
 - b. Easily understood.
 - c. To care.
 - d. Easily broken.
35. gully
- a. A waterway.
 - b. A lake.
 - c. A ditch.
 - d. A river.
36. incredulous
- a. Skeptical.
 - b. Believing.
 - c. Truthful.
 - d. Dishonest.
37. rivet
- a. A metal piece used to join objects.
 - b. A metal needle used on a stereo.
 - c. Metal used to put into walls for reinforcement.
 - d. To put into the correct place.
38. tether
- a. An object used for baking.
 - b. An object used to confine.
 - c. An object used on a farm or zoo.
 - d. An object used to sharpen dull things.
39. unfortunate
- a. Frightened or scared.
 - b. Total happiness.
 - c. Having large amounts of money.
 - d. Unsuccessful.
40. wilt
- a. To die.
 - b. To droop.
 - c. To give help.
 - d. To gather information.

41. ally
- a. A narrow passageway.
 - b. An enemy.
 - c. A helper.
 - d. A gel used as a lotion.
42. capacity
- a. Very large.
 - b. The potential for holding.
 - c. Something extremely small.
 - d. A way of feeling.
43. cue
- a. A fishing pole.
 - b. A signal.
 - c. The upper part of an arm.
 - d. Curls on a little girl.
44. dismal
- a. Cranky.
 - b. Angry.
 - c. Dishonest.
 - d. Gloomy.
45. fro
- a. Away.
 - b. Forward.
 - c. Sideways.
 - d. Circular.
46. halter
- a. To hold back.
 - b. To move ahead.
 - c. To capture.
 - d. To be clever.
47. infection
- a. To inject with poison.
 - b. A whisper-like voice.
 - c. Contaminated material.
 - d. A type of examination.

48. monstrous

- a. Nasty.
- b. Mean.
- c. Tiny.
- d. Large.

49. thorough

- a. Disorganized.
- b. Complete.
- c. Determined.
- d. Thoughtful.

50. vagabond

- a. A person who travels on business.
- b. A spoiled child.
- c. One who is rich and plentiful.
- d. A person who is homeless.

Vocabulary Test 2

Name _____

Date _____

Directions: Read the word and choose the best definition.
Circle your answer. Good Luck!!!

Example:

collie

- a. a cat
- b. a dog
- c. a bird
- d. a fish

1. amateur

- a. A professional.
- b. A beginner.
- c. An acrobat.
- d. A student.

2. congress

- a. Governors of all states.
- b. A group of civil rights leaders.
- c. A body of government consisting of lawyers.
- d. A body made up of the House of Representatives and the Senate.

3. curtsy

- a. A bow in a girl's hair.
- b. A bow made by a girl.
- c. Showing respect for others.
- d. Appropriate behavior.

4. fury

- a. A light snowfall.
- b. The soft hair of an animal.
- c. Uncontrolled anger.
- d. To wait patiently.

5. hesitation

- a. To wait for a long period of time.
- b. To speak in a soft voice.
- c. To speed up.
- d. A slight pause.

6. inquire
- a. To ask.
 - b. To speak.
 - c. To want or desire.
 - d. A magazine.
7. luxury
- a. To be prepared for a military attack.
 - b. To live in poor living conditions with little money.
 - c. Something, usually expensive, that gives pleasure.
 - d. That which happens by chance or fortune.
8. ravine
- a. A large bird related to the crow.
 - b. A platform like a stage.
 - c. A gorge or a gully.
 - d. A place for fishing.
9. stout
- a. fat.
 - b. weak.
 - c. thin.
 - d. slow.
10. toil
- a. stir.
 - b. boil.
 - c. play.
 - d. work.
11. console
- a. To become comfortable; relaxed.
 - b. To comfort in sorrow.
 - c. To aid in self-defense.
 - d. A large fresh-water fish.
12. daintily
- a. Done in a delicate way.
 - b. A yellow weed that grows wildly.
 - c. Smooth and flowing.
 - d. Rough in texture.

13. helm

- a. A tree having broad leaves.
- b. The axle of a car.
- c. The wheel of a ship.
- d. Steel bars that support a ceiling.

14. mutton

- a. A covering for the hand; a glove.
- b. A mixed breed of dog.
- c. Not producing speech or sound.
- d. The flesh of a sheep used for food.

15. prow

- a. To roam about in search of something.
- b. The bow of a vessel.
- c. The eyebrow.
- d. To look or stare for a long period of time.

16. scoff

- a. To cough loudly.
- b. To walk with a dragging movement.
- c. To speak to someone with a worthless tone.
- d. To jog briskly.

17. sneer

- a. To spread or rub with grease, paint, etc...
- b. A face made when you are annoyed at someone.
- c. A small drum.
- d. To navigate a ship.

18. tuft

- a. Rough.
- b. A small cluster of hair, grass, etc...
- c. A type of material used for sewing.
- d. Feather filling for pillows.

19. vertical

- a. Extending in a diagonal pattern.
- b. Extending right to left.
- c. Extending up and down.
- d. A decision of a jury.

20. vital
- a. Extremely neat.
 - b. Unnecessary.
 - c. Sloppy.
 - d. Necessary.
21. bade
- a. A type of shovel.
 - b. A farewell greeting.
 - c. A type of wood used for furniture.
 - d. To resign.
22. dwindle
- a. To become less.
 - b. To make more.
 - c. To twirl.
 - d. The rod of a spinning wheel.
23. goad
- a. Past tense of gone.
 - b. A stick for driving animals.
 - c. A small frog.
 - d. A feeling of loneliness.
24. indigo
- a. A dark red color.
 - b. A tribe of Indians buy in the western United States.
 - c. A deep violet blue.
 - d. A prayer said by monks.
25. meddle
- a. An award won in a contest.
 - b. To interfere.
 - c. A slender pointed object used in sewing.
 - d. To mix thoroughly.
26. precipice
- a. An overhanging on a cliff.
 - b. An exact amount.
 - c. A prepaid item.
 - d. To be prepared.

27. relent

- a. To feel remorse or regret.
- b. To do again.
- c. To lend again.
- d. To become less severe.

28. falter

- a. To be uncertain.
- b. To fall.
- c. An alter in a church.
- d. To think deeply.

29. peal

- a. To remove the skin.
- b. The quality of being attractive.
- c. A prolonged loud sound.
- d. To request a case be moved to a higher court.

30. torrent

- a. A violent flow of water.
- b. A small tower on a castle.
- c. To torture.
- d. A long trip; a vacation.

31. adapt

- a. A device that connects parts that don't fit together.
- b. Corrective.
- c. To make known.
- d. To get used to a new situation.

32. convenience

- a. Hard to handle.
- b. Designed for quick use.
- c. A dwelling place for nuns.
- d. A change or transformation.

33. ebb

- a. To hold back.
- b. To go away from.
- c. To stop completely.
- d. The flowing back of the tide.

34. feat
- a. An act of courtesy of kindness.
 - b. An act of courage.
 - c. To be thoughtful.
 - d. To forge a signature.
35. giddy
- a. silly.
 - b. ignorant.
 - c. Disgusting.
 - d. foolish.
36. nestle
- a. A nest for birds.
 - b. To snuggle.
 - c. To irritate.
 - d. To swing.
37. perilous
- a. Sleepy.
 - b. Healthy.
 - c. Dangerous.
 - d. Safe.
38. precise
- a. Happily.
 - b. To prevent.
 - c. Smart.
 - d. Exactly.
39. remedy
- a. A treatment to cure a disease.
 - b. A poison made with herbs.
 - c. An eating place.
 - d. A substance used for dissolving.
40. sonnet
- a. A verse with 24 lines that has a theme.
 - b. A verse with 12 lines that has no theme.
 - c. A verse with 14 lines that has a theme.
 - d. A verse with 16 lines that has non theme.
41. balsam
- a. An unfamiliar term.
 - b. To bounce.
 - c. A perfume made from oils.
 - d. A fragrant substance made from the sap of trees.

42. beech
- a. The coastline of a body of water.
 - b. To beg or plead.
 - c. A tree with edible nuts.
 - d. To push to the side.
43. denounce
- a. To stick-up for someone or something.
 - b. To accuse.
 - c. To comment.
 - d. To abuse.
44. embarkment
- a. A mound raise to hold back water.
 - b. The entering of items onto a vessel.
 - c. To shout loudly.
 - d. To make a promise.
45. gloat
- a. To make negative comments.
 - b. To be superior.
 - c. To express delight in being nasty.
 - d. To be unfavorable.
46. jeer
- a. To become dizzy.
 - b. To make one feel uncomfortable.
 - c. To steer or navigate a vehicle.
 - d. To speak in a mocking tone.
47. novice
- a. A professional.
 - b. A beginner.
 - c. An expert.
 - d. To be caring.
48. probe
- a. To stick with an object.
 - b. To investigate by examining.
 - c. To encourage.
 - d. To become angry.

49. transparent

- a. Shiny.
- b. Cloudy.
- c. Smoggy.
- d. Clear.

50. vigorous

- a. Having a loud voice.
- b. Full of energy.
- c. To shake.
- d. To become aware.